forward to continuing to work with her to advance STEM education efforts—this Congress—that will support, encourage, and develop the next generation of STEM workers.

Maintaining our global leadership in science and technology is critical to our economic and national security. We will not be able to lead without a STEM-capable workforce for the 21st century.

Mr. Speaker, I urge my colleagues to support H.R. 204, and I yield back the balance of my time.

Ms. BONAMICI. Mr. Speaker, I, once again, urge adoption of the bipartisan STEM Opportunities Act, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Oregon (Ms. BONAMICI) that the House suspend the rules and pass the bill, H.R. 204, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. ROSENDALE. Mr. Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3(s) of House Resolution 8, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this motion are postponed.

MSI STEM ACHIEVEMENT ACT

Ms. BONAMICI. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2027) to direct Federal science agencies and the Office of Science and Technology Policy to undertake activities to improve the quality of undergraduate STEM education and enhance the research capacity at the Nation's HBCUs, TCUs, and MSIs, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 2027

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the ''MSI STEM Achievement Act''.

SEC. 2. FINDINGS.

Congress makes the following findings:

(1) Evidence suggests that the supply of STEM workers is not keeping pace with the rapidly evolving needs of the public and private sector, resulting in a deficit often referred to as a STEM skills shortage.

(2) According to the Bureau of Labor Statistics, the United States will need one million additional STEM professionals than it is on track to produce in the coming decade.

(3) STEM occupations offer higher wages, more opportunities for advancement, and a higher degree of job security than non-STEM occupations.

(4) The composition of the STEM workforce does not reflect the current or projected diversity of the Nation, with Hispanics, African Americans, and other racial and ethnic minorities, significantly underrepresented in the STEM workforce compared to their presence in the workforce more generally.

(5) A stronger national commitment to increasing the diversity of the STEM workforce is needed to help address the STEM skills shortage.

(6) According to a 2019 National Academies of Sciences, Engineering, and Medicine report entitled ''Minority Serving Institutions: America's Underutilized Resource for Strengthening the STEM Workforce'', 2- and 4-year minority serving institutions enroll nearly 30 percent of all undergraduate students—a percentage that is expected to grow in the coming years—in the United States higher education system and play a critical role in providing important pathways to STEM-related education, training, and careers for students of color.

(7) HBCUs, TCUs, and MSIs are highly successful at educating underrepresented minority students in STEM fields and can serve as best practice models for other colleges and universities to further expand participation of underrepresented minorities in the STEM workforce.

(8) Increased investment in STEM infrastructure at HBCUs, TCUs, and MSIs has the potential to increase these institutions' ability to educate even more students in the STEM disciplines.

(9) With the demand for STEM skills exceeding the supply of STEM graduates, success of HBCUs, TCUs, and MSIs in educating and training science and engineering leaders is increasingly important for United States economic growth and competitiveness.

SEC. 3. GOVERNMENT ACCOUNTABILITY OFFICE REVIEW.

Not later than 3 years after the date of enactment of this Act, the Comptroller General of the United States shall report to Congress—

(1) an inventory of competitive funding programs and initiatives carried out by Federal science agencies that are targeted to HBCUs, TCUs, and MSIs or partnerships with HBCUs, TCUs, and MSIs;

(2) an assessment of Federal science agency outreach activities to increase the participation and competitiveness of HBCUs, TCUs, and MSIs in the funding programs and initiatives identified in paragraph (1); and

(3) recommendations of the Comptroller General to increase the participation of and the rate of success of HBCUs, TCUs, and MSIs in competitive funding programs offered by Federal science agencies.

SEC. 4. RESEARCH AND CAPACITY BUILDING.

(a) IN GENERAL.—The Director of the National Science Foundation shall award grants, on a competitive basis, to institutions of higher education or nonprofit organizations (or consortia thereof) to—

(1) conduct research described in subsection (b) with respect to HBCUs, TCUs, and MSIs;

(2) conduct activities described in subsection (c) to build the capacity of HBCUs, TCUs, and MSIs to graduate students who are competitive in attaining and advancing in the STEM workforce;

(3) build the research capacity and competitiveness of HBCUs, TCUs, and MSIs in STEM disciplines; and

(4) identify and broadly disseminate effective models for programs and practices at HBCUs, TCUs, and MSIs that promote the education and workforce preparation of minority students pursuing STEM studies and careers in which such students are underrepresented.

(b) RESEARCH.—Research described in this subsection is research on the contribution of HBCUs, TCUs, and MSIs to the education and training of underrepresented minority students in STEM fields and to the meeting of national STEM workforce needs, including—

(1) the diversity with respect to local context, cultural differences, and institutional structure among HBCUs, TCUs, and MSIs and any associated impact on education and research endeavors;

(2) effective practices at HBCUs, TCUs, and MSIs and associated outcomes on student recruitment, retention, and advancement in STEM fields, including the ability for students to compete for fellowships, employment, and advancement in the workforce;

(3) contributions made by HBCUs, TCUs, and MSIs to local, regional, and national workforces;

(4) the unique challenges and opportunities for HBCUs, TCUs, and MSIs in attaining the resources needed for integrating effective practices in STEM education, including providing research experiences for underrepresented minority students;

(5) the access of students at HBCUs, TCUs, and MSIs to STEM infrastructure and any associated outcomes for STEM competency;

(6) models of STEM curriculum, learning, and teaching successful at HBCUs, TCUs, and MSIs for increasing participation, retention, and success of underrepresented minority students; and

(7) successful or promising partnerships between HBCUs, TCUs, and MSIs and other institutions of higher education, private sector and non-profit organizations, Federal laboratories, and international research institutions.

(c) CAPACITY BUILDING.—Activities described in this subsection include the design, development, implementation, expansion, and assessment of—

(1) metrics of success to best capture the achievements of HBCUs, TCUs, and MSIs and students of such institutions to account for institutional context and missions, faculty investment, student populations, student needs, and institutional resource constraints;

(2) enhancements to undergraduate STEM curriculum at HBCUs, TCUs, and MSIs to increase the participation, retention, degree completion, and success of underrepresented students;

(3) professional development programs to increase the numbers and the high-quality preparation of STEM faculty at HBCUs, TCUs, and MSIs, including programs to encourage STEM doctoral students to teach at HBCUs, TCUs, and MSIs; and

(4) mechanisms for institutions of higher education that are not HBCUs, TCUs, or MSIs to partner with HBCUs, TCUs, and MSIs on STEM education, including the facilitation of student transfer, mentoring programs for students and junior faculty, joint research projects, and student access to graduate education.

(d) RESEARCH EXPERIENCES.—Grants under this section may fund the development or expansion of opportunities for the exchange of students and faculty to conduct research, including through partnerships with institutions of higher education that are not HBCUs, TCUs, or MSIs, private sector and non-profit organizations, Federal laboratories, and international research institutions.

(e) PARTNERSHIPS.—In awarding grants under this section, the Director of the National Science Foundation shall—

(1) encourage HBCUs, TCUs, and MSIs and consortia thereof and partnerships with one or more HBCU, TCU, or MSI, to submit proposals;

(2) require proposals submitted in partnership with one or more HBCU, TCU, or MSI include a plan for establishing a sustained partnership that is jointly developed and managed, draws from the capacities of each institution, and is mutually beneficial; and

(3) encourage proposals submitted in partnership with the private sector, non-profit organizations, Federal laboratories, and

international research institutions, as appropriate.

(f) MSI CENTERS OF INNOVATION.—Grants under this section may fund the establishment of no more than five MSI Centers of Innovation to leverage successes of HBCUs, TCUs, and MSIs in STEM education and research training of underrepresented minority students as models for other institutions, including both HBCUs, TCUs, and MSIs and institutions of higher education that are not HBCUs, TCUs, or MSIs. Such centers will be located on campuses of selected institutions of higher education and serve as incubators to allow institutions of higher education to experiment, pilot, evaluate, and scale up promising practices.

(g) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to the Director of the National Science Foundation $170,000,000 for fiscal year 2022, $175,000,000 for fiscal year 2023, $180,000,000 for fiscal year 2024, $185,000,000 for fiscal year 2025, and $190,000,000 fiscal year 2026 to carry out this section.

SEC. 5. AGENCY RESPONSIBILITIES.

(a) IN GENERAL.—In consultation with outside stakeholders and the heads of the Federal science agencies, the Director shall develop a uniform set of policy guidelines for Federal science agencies to carry out a sustained program of outreach activities to increase clarity, transparency, and accountability for Federal science agency investments in STEM education and research activities at HBCUs, TCUs, and MSIs.

(b) OUTREACH ACTIVITIES.—In developing policy guidelines under subsection (a) the Director shall include guidelines that require each Federal science agency—

(1) to designate a liaison for HBCUs, TCUs, and MSIs responsible for—

(A) enhancing direct communication with HBCUs, TCUs, and MSIs to increase the Federal science agency's understanding of the capacity and needs of such institutions and to raise awareness of available Federal funding opportunities at such institutions;

(B) coordinating programs, activities, and initiatives while accounting for the capacity and needs of HBCUs, TCUs, and MSIs;

(C) tracking Federal science agency investments in and engagement with HBCUs, TCUs, and MSIs; and

(D) reporting progress toward increasing participation of HBCUs, TCUs, and MSIs in grant programs;

(2) to publish annual forecasts of funding opportunities and proposal deadlines, including for grants, contracts, subcontracts, and cooperative agreements;

(3) to conduct on-site reviews of research facilities at HBCUs, TCUs, and MSIs, as practicable, and make recommendations regarding strategies for becoming more competitive in research;

(4) to hold geographically accessible or virtual workshops on research priorities of the Federal science agency and on how to write competitive grant proposals;

(5) to ensure opportunities for HBCUs, TCUs, and MSIs to directly communicate with Federal science agency officials responsible for managing competitive grant programs in order to receive feedback on research ideas and proposals, including guidance on the Federal science agency's peer review process;

(6) to foster mutually beneficial public-private collaboration among Federal science agencies, industry, Federal laboratories, academia, and nonprofit organizations to—

(A) identify alternative sources of funding for STEM education and research at HBCUs, TCUs, and MSIs;

(B) provide access to high-quality, relevant research experiences for students and faculty of HBCUs, TCUs, and MSIs;

(C) expand the professional networks of students and faculty of HBCUs, TCUs, and MSIs;

(D) broaden STEM educational opportunities for students and faculty of HBCUs, TCUs, and MSIs; and

(E) support the transition of students of HBCUs, TCUs, and MSIs into the STEM workforce; and

(7) to publish an annual report that provides an account of Federal science agency investments in HBCUs, TCUs, and MSIs, including data on the level of participation of HBCUs, TCUs, and MSIs as prime recipients/contractors or subrecipients/subcontractors.

(c) STRATEGIC PLAN.—

(1) IN GENERAL.—Not later than 1 year after the date of enactment of this Act, the Director, in collaboration with the head of each Federal science agency, shall submit to Congress a report containing a strategic plan for each Federal science agency to increase the capacity of HBCUs, TCUs, and MSIs to compete effectively for grants, contracts, or cooperative agreements and to encourage HBCUs, TCUs, and MSIs to participate in Federal programs.

(2) CONSIDERATIONS.—In developing a strategic plan under paragraph (1), the Director and each head of each Federal science agency shall consider—

(A) issuing new or expanding existing funding opportunities targeted to HBCUs, TCUs, and MSIs;

(B) modifying existing research and development program solicitations to incentivize effective partnerships with HBCUs, TCUs, and MSIs;

(C) offering planning grants for HBCUs, TCUs, and MSIs to develop or equip grant offices with the requisite depth of knowledge to submit competitive grant proposals and manage awarded grants;

(D) offering additional training programs and individualized and timely guidance to grant officers faculty and postdoctoral researchers at HBCUs, TCUs, and MSIs to ensure they understand the requirements for an effective grant proposal; and

(E) other approaches for making current competitive funding models more accessible for under-resourced HBCUs, TCUs, and MSIs.

(d) REPORT TO CONGRESS.—Not later than 2 years after the date of enactment of this Act, and every 5 years thereafter, the Director shall report to Congress on the implementation by Federal science agencies of the policy guidelines developed under this section.

SEC. 6. DEFINITIONS.

In this Act:

(1) DIRECTOR.—The term ''Director'' means the Director of the Office of Science and Technology Policy.

(2) FEDERAL LABORATORY.—The term ''Federal laboratory'' has the meaning given such term in section 4 of the Stevenson-Wydler Technology Innovation Act of 1980 (15 U.S.C. 3703).

(3) FEDERAL SCIENCE AGENCY.—The term ''Federal science agency'' means any Federal agency with an annual extramural research expenditure of over $100,000,000.

(4) HBCU.—The term ''HBCU'' has the meaning given the term ''part B institution'' in section 322 of the Higher Education Act of 1965 (20 U.S.C. 1061).

(5) INSTITUTION OF HIGHER EDUCATION.—The term ''institution of higher education'' has the meaning given such term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

(6) MINORITY SERVING INSTITUTION.—The term ''minority serving institution'' or ''MSI'' means Hispanic-Serving Institutions as defined in section 502 of the Higher Education Act of 1965 (20 U.S.C. 1101a); Alaska Native Serving Institutions and Native Hawaiian-Serving Institutions as defined in section 317 of the Higher Education Act of 1965 (20 U.S.C. 1059d); and Predominantly Black Institutions, Asian American and Native American Pacific Islander-Serving Institutions, and Native American-Serving Nontribal Institutions as defined in section 371 of the Higher Education Act of 1965 (20 U.S.C. 1067q(c)).

(7) STEM.—The term ''STEM'' has the meaning given the term in the STEM Education Act of 2015 (42 U.S.C. 1861 et seq.).

(8) TCU.—The term ''TCU'' has the meaning given the term ''Tribal College or University'' in section 316 of the Higher Education Act of 1965 (20 U.S.C. 1059c).

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from Oregon (Ms. BONAMICI) and the gentleman from Oklahoma (Mr. LUCAS) each will control 20 minutes.

The Chair recognizes the gentlewoman from Oregon.

GENERAL LEAVE

Ms. BONAMICI. Mr. Speaker, I ask unanimous consent that all Members have 5 legislative days in which to revise and extend their remarks and include extraneous material on H.R. 2027, the bill now under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from Oregon?

There was no objection.

Ms. BONAMICI. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of H.R. 2027, the MSI STEM Achievement Act.

The COVID–19 pandemic has highlighted how important scientists and engineers are to helping us respond to crises and move toward a brighter future.

Whether it is a deadly pandemic or the climate crisis, we need all of our Nation's talent to help us understand the challenges and contribute to solutions. We also need all of our Nation's talent to fill the high-skilled jobs of the future.

Our Nation's demographics are changing, and we are not keeping up in diversifying our STEM workforce. Hispanics represent 18 percent of the U.S. population, but only 9 percent of the bachelor's degrees in mathematics and physics. And for Black students, STEM degree attainment has either stagnated or declined since 1996.

The United States can rightly celebrate our great research universities and the STEM talent they cultivate in their laboratories. But these institutions represent a small fraction of the hundreds of institutions across the Nation that graduate students with STEM degrees, and an even smaller fraction in terms of the number of Black and Hispanic students.

In 2018, the Academies released a report highlighting the outsized contributions made by minority-serving institutions, or MSIs. These institutions have a remarkable record of success in recruiting, retaining, and graduating underrepresented minority students in STEM. For example, HBCUs graduate 25 percent of all African-

American graduates with STEM degrees. Unfortunately, MSIs have relatively insufficient resources and infrastructure.

The MSI STEM Achievement Act would make sure that education and research opportunities are more accessible to STEM students at MSIs. The legislation would require more transparency and accountability in Federal science agency support for MSIs. The legislation directs the National Science Foundation to support research on effective practices at MSIs for recruiting and retaining minority students in STEM, and offer strategies to build on and scale best practices.

It further directs NSF to support research and STEM education capacity building at MSIs. The legislation also directs OSTP to develop a strategic plan for increasing MSI participation and success in competitive Federal research funding opportunities.

Supporting our country's minority-serving institutions through targeted investments and outreach is essential to building our STEM workforce for the future.

Therefore, Mr. Speaker, I strongly urge my colleagues to support H.R. 2027, and I reserve the balance of my time.

Mr. LUCAS. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I am proud to co-sponsor this legislation led by Chairwoman JOHNSON and Research and Technology Ranking Member MICHAEL WALTZ, which continues the Science Committee's bipartisan work to support, encourage, and develop the next generation of America's Science, Technology, Engineering, Mathematics, and Computer Science workforce.

Minority-serving institutions, such as historically Black colleges and universities, Hispanic-serving institutions, and Tribal colleges and universities have a long record of success in recruiting, retaining, and graduating underrepresented students in the STEM fields.

In my own district, I have seen the unique value of minority-serving institutions. For more than 100 years, Langston University, a historically Black college and land-grant institution, has educated students of all backgrounds. They have influenced people's lives beyond the classroom in service to the community in both rural and urban Oklahoma. This legislation will help schools like Langston prepare their students to fill the STEM jobs of the 21st century.

Since 1990, employment in STEM occupations has grown by nearly 80 percent. Over the next decade, with demand continuing to grow and U.S. universities expecting to produce less than one-third of the STEM graduates needed, the STEM shortage is anticipated to reach 1 million professionals. At the same time, minorities are severely underrepresented in STEM fields, only accounting for 11 percent of the STEM workforce.

To meet this growing demand, talent from all groups is essential. This bill we are considering today takes up this call to action by providing for increased transparency, accountability, and accessibility of Federal STEM education and research funding.

Without a diverse talent pool of Americans with strong STEM knowledge and skills prepared for the jobs of the future, the U.S. will not be able to maintain the innovation that supports key sectors of the economy, including agriculture, energy, healthcare, and defense.

Mr. Speaker, I, again, thank Chairwoman JOHNSON and Ranking Member WALTZ for their leadership.

Mr. Speaker, I encourage my colleagues to support this legislation, and I reserve the balance of my time.

Ms. BONAMICI. Mr. Speaker, I reserve the balance of my time.

□ 1700

Mr. LUCAS. Mr. Speaker, I yield such time as he may consume to the gentleman from Florida (Mr. WALTZ), the ranking member on the Research and Technology Subcommittee, and one of our great activists on this subject matter.

Mr. WALTZ. Mr. Speaker, since 1904, Bethune-Cookman University, a historically Black college, has contributed to a rich, diverse history in my district in Florida. Four thousand students proudly call this university home. In Florida's Sixth Congressional District, we are proud of all of Bethune-Cookman's accomplishments, especially in the STEM fields. I personally look forward to seeing the statue of Dr. Mary McLeod Bethune represent the great State of Florida in Statuary Hall very soon.

Mr. Speaker, minorities make up 30 percent of the United States population, but nationwide we are seeing a gap in minority representation in STEM fields. Believe it or not, minorities account for only 11 percent of the STEM workforce, and that 11 percent comes after years of slow improvement and diversity inclusion, but does not factor in how the COVID pandemic has disproportionately affected women and underrepresented minorities in STEM. There is fear that this limited progress may be undone by the COVID–19 crisis.

Simultaneously, the demand for STEM skills is at an all-time high. Over the next decade, the STEM shortage is anticipated to reach 1 million professionals. So we have a math problem.

If we want to maintain America's edge over the Chinese Communist Party and over our adversaries, then we need to make sure our workforce reflects our country's diversity and that the numbers for that workforce are there. We must commit to increasing participation in the STEM enterprise and supporting individuals and institutions disproportionately impacted by the coronavirus pandemic.

Minority-serving institutions like Bethune-Cookman University play a critical role in bringing members of underrepresented groups into STEM training and careers. By partnering with MSIs, the bill we are considering today would help increase the capacity for minority students in STEM curricula and encourage partnerships with industry and Federal laboratories.

While the Chinese Communist Party is trying to leapfrog America in STEM, this bill will enhance our domestic workforce to compete. If America wants to lead militarily, economically, and globally, then we must lead in STEM.

Mr. Speaker, I would be remiss to not mention the importance of women as well in STEM. As I have said countless times since I have been elected, and will continue to say, from my experience as a Green Beret around the globe, where women thrive in business, in civil society, and in politics, the fact is that extremism does not thrive. So for that reason, amongst others, diversity in STEM is a national security issue.

In Volusia County, in my district, just north of Cape Canaveral, Florida, and the Kennedy Space Center, we are seeing countless businesses participate in workforce programs like the Space Coast Consortium Apprenticeship Program. This program and others are making huge strides to advance STEM curriculum and workforce development.

As the Republican lead on the MSI STEM Achievement Act, I want to thank Chairwoman JOHNSON, as well as Ranking Member LUCAS, for working with me to improve participation in STEM at MSIs. For America's continued predominance in science and technology, I urge my colleagues to support this important bill and for its passage.

Ms. BONAMICI. Mr. Speaker, I continue to reserve the balance of my time.

Mr. LUCAS. Mr. Speaker, I have no further speakers, and I yield myself the balance of my time to close.

Mr. Speaker, the United States is in a race to remain the world leader in science and technology. The only way we will win this is by utilizing America's most valuable resource: Our people.

That means developing a diverse STEM-capable workforce at every education level and from every background. Creating opportunities for students to not only develop STEM knowledge, but to also have hands-on experience is essential.

Research shows that students—especially those from underrepresented minority backgrounds—are more likely to graduate from science and engineering programs if they have opportunities to engage in STEM course content with peers, participate in undergraduate research, and join science clubs and organizations.

This bill will support such STEM education and training activities in MSIs, providing these students with the skills necessary to compete and

flourish in the 21st century. These investments will help grow our workforce, improve our economy, and protect our country.

I, again, would like to thank Chairwoman JOHNSON and Ranking Member WALTZ for their leadership.

Mr. Speaker, I encourage my colleagues to support this bill, and I yield back the balance of my time.

Ms. BONAMICI. Mr. Speaker, in closing, I urge all of my colleagues to support the bipartisan MSI STEM Achievement Act, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from Oregon (Ms. BONAMICI) that the House suspend the rules and pass the bill, H.R. 2027.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. ROSENDALE. Mr. Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3(s) of House Resolution 8, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this motion are postponed.

COMBATING SEXUAL HARASSMENT IN SCIENCE ACT

Ms. BONAMICI. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 2695) to provide for research to better understand the causes and consequences of sexual harassment affecting individuals in the scientific, technical, engineering, and mathematics workforce and to examine policies to reduce the prevalence and negative impact of such harassment, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 2695

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the ''Combating Sexual Harassment in Science Act''.

(b) TABLE OF CONTENTS.—The table of contents for this Act is as follows:

SEC. 2. FINDINGS.

Congress makes the following findings:

(1) According to the report issued by the National Academies of Sciences, Engineering, and Medicine in 2018 entitled ''Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine''—

(A) sexual harassment is pervasive in institutions of higher education;

(B) the most common type of sexual harassment is gender harassment, which includes verbal and nonverbal behaviors that convey insulting, hostile, and degrading attitudes about members of one gender;

(C) 58 percent of individuals in the academic workplace experience sexual harassment, the second highest rate when compared to the military, the private sector, and Federal, State, and local government;

(D) women who are members of racial or ethnic minority groups are more likely to experience sexual harassment and to feel unsafe at work than White women, White men, or men who are members of such groups;

(E) the training for each individual who has a doctor of philosophy in the science, technology, engineering, and mathematics fields is estimated to cost approximately $500,000; and

(F) attrition of an individual so trained results in a loss of talent and money.

(2) Sexual harassment undermines career advancement for women.

(3) According to a 2017 University of Illinois study, among astronomers and planetary scientists, 18 percent of women who are members of racial or ethnic minority groups and 12 percent of White women skipped professional events because they did not feel safe attending.

(4) Many women report leaving employment at institutions of higher education due to sexual harassment.

(5) Research shows the majority of individuals do not formally report experiences of sexual harassment due to a justified fear of retaliation or other negative professional or personal consequences.

(6) Reporting procedures with respect to such harassment are inconsistent among Federal science agencies and have varying degrees of accessibility.

(7) There is not adequate communication among Federal science agencies and between such agencies and grantees regarding reports of sexual harassment, which has resulted in harassers receiving Federal funding after moving to a different institution.

SEC. 3. DEFINITIONS.

In this Act:

(1) ACADEMIES.—The term ''Academies'' means the National Academies of Sciences, Engineering, and Medicine.

(2) DIRECTOR.—The term ''Director'' means the Director of the National Science Foundation.

(3) FEDERAL SCIENCE AGENCY.—The term ''Federal science agency'' means any Federal agency with an annual extramural research expenditure of over $100,000,000.

(4) FINDING OR DETERMINATION.—The term ''finding or determination'' means the final disposition of a matter involving a violation of organizational policies and processes, to include the exhaustion of permissible appeals, or a conviction of a sexual offense in a criminal court of law.

(5) GENDER HARASSMENT.—The term ''gender harassment'' means verbal and nonverbal behaviors that convey hostility, objectification, exclusion, or second-class status about one's gender, gender identity, gender presentation, sexual orientation, or pregnancy status.

(6) GRANTEE.—The term ''grantee'' means the legal entity to which a grant is awarded and that is accountable to the Federal Government for the use of the funds provided.

(7) GRANT PERSONNEL.—The term ''grant personnel'' means principal investigators, co-principal investigators, postdoctoral researchers and other employees supported by a grant award, cooperative agreement, or contract under Federal law.

(8) INSTITUTION OF HIGHER EDUCATION.—The term ''institution of higher education'' has the meaning given such term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

(9) SEXUAL HARASSMENT.—The term ''sexual harassment'' means conduct that encompasses—

(A) unwelcome sexual advances;

(B) unwanted physical contact that is sexual in nature, including assault;

(C) unwanted sexual attention, including sexual comments and propositions for sexual activity;

(D) conditioning professional or educational benefits on sexual activity; and

(E) retaliation for rejecting unwanted sexual attention.

(10) STEM.—The term ''STEM'' means science, technology, engineering, and mathematics, including computer science.

SEC. 4. RESEARCH GRANTS.

(a) IN GENERAL.—The Director shall establish a program to award grants, on a competitive basis, to institutions of higher education or nonprofit organizations (or consortia of such institutions or organizations)—

(1) to expand research efforts to better understand the factors contributing to, and consequences of, sexual harassment and gender harassment affecting individuals in the STEM workforce, including students and trainees; and

(2) to examine interventions to reduce the incidence and negative consequences of such harassment.

(b) USE OF FUNDS.—Activities funded by a grant under this section may include—

(1) research on the sexual harassment and gender harassment experiences of individuals in underrepresented or vulnerable groups, including racial and ethnic minority groups, disabled individuals, foreign nationals, sexual- and gender-minority individuals, and others;

(2) development and assessment of policies, procedures, trainings, and interventions, with respect to sexual harassment and gender harassment, conflict management, and ways to foster respectful and inclusive climates;

(3) research on approaches for remediating the negative impacts and outcomes of such harassment on individuals experiencing such harassment;

(4) support for institutions of higher education to develop, adapt, and assess the impact of innovative, evidence-based strategies, policies, and approaches to policy implementation to prevent and address sexual harassment and gender harassment;

(5) research on alternatives to the hierarchical and dependent relationships, including but not limited to the mentor-mentee relationship, in academia that have been shown to create higher levels of risk for sexual harassment and gender harassment; and

(6) establishing a center for the ongoing compilation, management, and analysis of campus climate survey data.

SEC. 5. DATA COLLECTION.

Not later than 180 days after the date of enactment of this Act, the Director shall convene a working group composed of representatives of Federal statistical agencies—

(1) to develop questions on sexual harassment and gender harassment in STEM departments to gather national data on the prevalence, nature, and implications of sexual harassment and gender harassment in institutions of higher education; and

(2) to include such questions as appropriate, with sufficient protections of the privacy of respondents, in relevant surveys conducted by the National Center for Science and Engineering Statistics and other relevant entities.

SEC. 6. RESPONSIBLE CONDUCT GUIDE.

(a) IN GENERAL.—Not later than 180 days after the date of enactment of this Act, the Director shall enter into an agreement with